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ABSTRACT

This paper reports on a study examining whether it makes a difference how a university-school partnership is structured and how the partners perceive their level of involvement. Partnership structure frameworks grade from cooperation (least structured) to coordination (more structured) to collaboration (most structured). Twelve schools participated in this study, involving 12 teachers, 12 graduate student fellows, and 12 faculty members. Data were collected using an open-ended protocol, categorized, key-worded, and analyzed. Results show that the graduate fellows exhibited the greatest level of awareness of the collaborative process by taking the other partners and participants into account, offering goals and benefits to the program that would benefit the teachers' and students' needs, besides their own. They were aware of differences they had with the teachers and reflected on how to address them. Faculty response to the survey was the weakest, and they did not appear to view themselves as operating in a partnership with a high degree of mutuality. Teachers, like the graduate fellows, had a much keener awareness of mutuality characteristics than faculty. Further research should be done to explore how to improve the level of feedback and formal evaluation from university faculty to teachers and graduate fellows. (Contains 16 references.) (RT)

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Making a Difference: The Institutional Impact of a Grant Supported Collaboration.

Kathleen D. Shinners, Ed.D.

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Making a Difference: The Institutional Impact of a Grant Supported Collaboration

Kathleen D. Shinners, Ed.D.

Presented at the AERA Spring, 2002 Annual Meeting in New Orleans

Description of Study

Does it make a difference how a university-school partnership is structured, and how the partners perceive their level of involvement? School partnerships can be categorized as one of three types, based on the partners' level of involvement, and the particular blend of self-interest, or mutuality characteristics of the partnership. This study discusses a National Science Foundation (NSF), funded university-school partnership bringing together faculty and graduate students (fellows) in ocean science, with students and teachers in selected public schools in Rhode Island, and Ocean University (OU). The author analyzes the partnership by taking into account mutuality characteristics, and the level of partner involvement.

Study Method

Model

The framework for the study is taken from a nation-wide analysis of public/private school partnerships, called "Out of the Trenches: When Public and Private Schools Collaborate." (Shinners, '99). The school partnership study employed definition of partnerships efforts, as follows:

> 1) Cooperation: Activities "characterized by informal relationships that exist without any commonly defined mission, structure or planning effort. Information is shared as needed, and authority is retained by each organization so there is virtually no risk. Resources are separate as are rewards."
>
> 2) Coordination: Activities "characterized by more formal relationships and understanding of compatible missions. Some planning and division of roles are required, and communication channels are established. Authority still rests with the individual organizations, but there is some increased risk to all participants. Resources are available to participants and rewards are mutually acknowledged."
>
> 3) Collaboration: Activities which reflect "a more durable and pervasive relationship. Collaborations bring previously separated organizations into a new structure with full commitment to a common mission. Such relationships require comprehensive planning and well defined communications channels operating on many levels. Authority is determined by the collaborative structure. Risk is much

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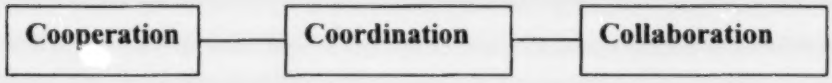
greater because each member of the collaboration contributes its own resources and reputation. Resources are pooled or jointly secured, and the products are shared."

(Mattessich and Monsey, 1992, p. 39)

The definitions lay out a progression of the partnerships efforts, from the least formal to the most formal efforts. Figure one places the partnership efforts on a schema, from the least structured to the most organized efforts.

Figure 1: Schema of Partnership Efforts



Least Structured **More Structured** **Most Structured**

The public private school partnership analysis relied on university-school school partnerships to devise criteria by which the programs could be analyzed for meeting criteria that would help them to succeed. Such research resulted in the model that is employed in this study, to determine elements contributing to the success of the OU/School Partnerships.

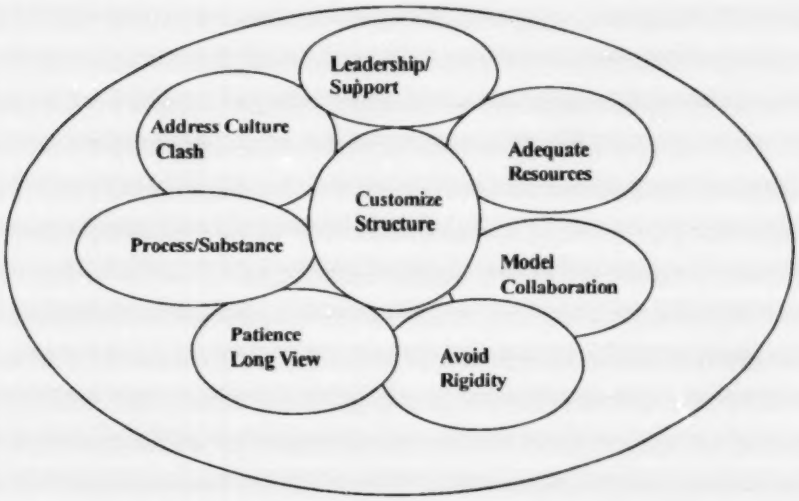
In any type of collaboration, partners must first know why they want to collaborate. They must know what they want for themselves and why collaboration will help them achieve it. Self-interest is too powerful a motivation to overlook, so collaborative planning must include helping groups find individual gains while helping others work in their self-interest or else the collaboration will be short-lived (Axelrod, 1984). More specifically, distinct qualities emerge from university-and corporate-school partnerships that provide criteria for the study of public/private school partnerships, and therefore are included in this conceptual framework. These separate types of efforts serve as models that offer distinct characteristics to study which may be applied to public/private-school efforts. Further, these characteristics are form the basis of the OU partnership analysis.

Model I: University-School Partnerships

From the university experience, which was used to build the conceptual framework for this study, attention to process and open communication lines that allow for the expectation of tension and conflict, are vital to the life of a school partnership. In university-school partnerships, ways are sought to overcome fear of change and seek to create the trust necessary to forge a "symbiotic partnership" (Goodlad, 1988, pp. 4, 12, 193; 1993, pp. 24-40; Sarason, 1995).

Lessons learned from university practice provide practical suggestions for those involved in public and private partnerships to follow, if they are to endure, and if partners are to meet the goals they set for themselves. Goodlad (1993) sets these practices out as guidelines clearly and succinctly while reporting on the work of the 14 settings comprising the National Network of Educational Renewal. His language resonates throughout the literature on the Professional Development School (PDS) and the School-University Partnership. Figure 2 depicts the criteria for successful university practices suggested by Goodlad (1993), and shows the interrelationships among the key elements that can be learned from university-school partnerships (pp. 24-40).

Figure 2.: Elements of a Successful University-School Partnership



Regarding the sectors, each element has a certain impact on the success of a university-school partnership. Avoiding culture clash appears to be a stated goal, and the process is sensitive to the importance of attending to the needs and organizational structure of the other partner (Clark, 1988, pp. 52-58; Goodlad, 1993, pp. 26-40; 1988, p. 14). Consequently, in a successful collaboration, the process itself should be honored. Attention to process requires flexibility, taking the long view, and avoiding rigidity (Goodlad, 1993, pp. 26-40; 1988, p. 26). Given the challenges inherent in cross-cultural communication, support for the effort needs to be pervasive in the affiliated communities and strong committed leadership coming from the top of the organizations must be clearly visible. Strong leadership is also needed to ensure adequate resources, without which the effort is at risk. Hands-on leadership can also serve as a model for the collaboration by encouraging open communication and positive interaction among members (Goodlad, 1988, p. 5; 1993, pp. 26-40; Sarason & Lorenz, 1998).

The ultimate design and structure of the project accommodates the criteria, as Figure 3 indicates, showing interrelating characteristics that contribute to partnership success. Structural considerations underlie the criteria by building in certain requirements that partners need to satisfy. Setting frequency of meeting times at a rate for ensuring frequent communication, establishing a procedure that protects open communication, and training members to be patient are all strategies that help address structural differences between partner institutions. In summary, the university-partnership must look and act like one, embodying the qualities necessary for it to endure. These qualities were used in the study to evaluate public/private-school partnership efforts, and in this current study of the OU/School Partnership (Goodlad, 1993, pp. 24-39; 1988, pp. 27-29)

Structure of the OU/Public School Partnership.

In this partnership, previously separate organizations entered into new structures, and they did bring the full commitment of each organization to the new structure. Funding, for example was externally provided, and shared equally among partners. For that reason, the OU partnership can be considered a collaboration, according to the definition

provided by Mattessich and Monsey. Having said that, what is the level of mutuality achieved in the partnership? For example, do the school partners contribute the same level of support as the fellows? How comprehensive is the role of OU faculty? Are the partners taking into consideration the self-interest of the other partners? Answers to these questions were found by analyzing how the partners contributed to the collaboration.

Elements Contributing to Public/Private School Partnership Success

University-school partnerships and corporate school partnerships reveal specific criteria by which the OU/Public School Partnership can be studied. These include process-oriented characteristics such as open, honest, and frequent communication, built-in flexibility, heightened consciousness of potential culture clash, encouraging patience and taking the long view. Some are material, such as availability of resources (Goodlad, 1993, pp.25-29). Others important indicators of a partnership's success dealing with leadership and management are: support from top leadership, good planning and goal setting, and attention to the results of the effort (Goodlad, 1993 pp.29-40). All of these criteria were used in this study to understand what enables the OU/Public School Partnership succeed, or hinders success. These criteria were grouped according to an ecological model that flows according to a cause and effect theory as follows:

1) What is the desired environment in which the collaboration may thrive?
2) What are the existing restrictions and limiting factors preventing this optimum environment?
3) What are the partners' response characteristics to the limitations?

(Richards '98)

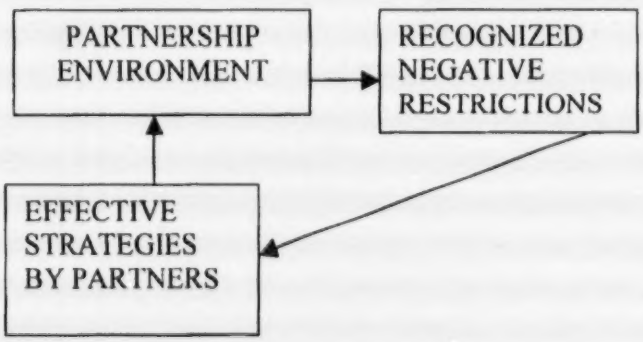
This discussion of partnership success is divided into three sections:
(1) creating the environment for success, (2) recognizing conditions that restrict partnership success, and (3) determining qualities that offset resistance to partnership success. These three components create the basis for partnership success. Success is defined in this study as the ability of a partnership to endure. The rubric for grouping and analyzing levels of partnership success (looking at what qualities allow partnerships to

last over time) emerged from reviewing the literature on university-school partnerships and corporate-school partnerships. The framework for analyzing partnership success assumed the following:

- Partners must exist in an environment that allows the effort to flourish and achieve mutuality (Goodlad, 1993, pp. 24-40; Slater, 1996; Trubowitz & Longo, 1997).
- Partners must recognize and be sensitive to restrictive circumstances and factors that can diminish a positive operating environment for the partnership (Goodlad, 1988, pp. 15-18; 1993, pp. 24-30; Lieberman, 1988, pp. 82-84; Sarason, 1995; Tietal, 1992, pp. 77-85, 1996, 1997, pp. 311-335).
- Partners must create strategies and behave in ways that help overcome restrictions to achieving a supportive environment for the partnership (Baldridge, 1975; Goodlad, 1996, p. 228; 1993, pp. 25-30).

Figure 4 shows the three components of a successful partnership in relation to each other.

Figure 4: Components of a Successful Partnership



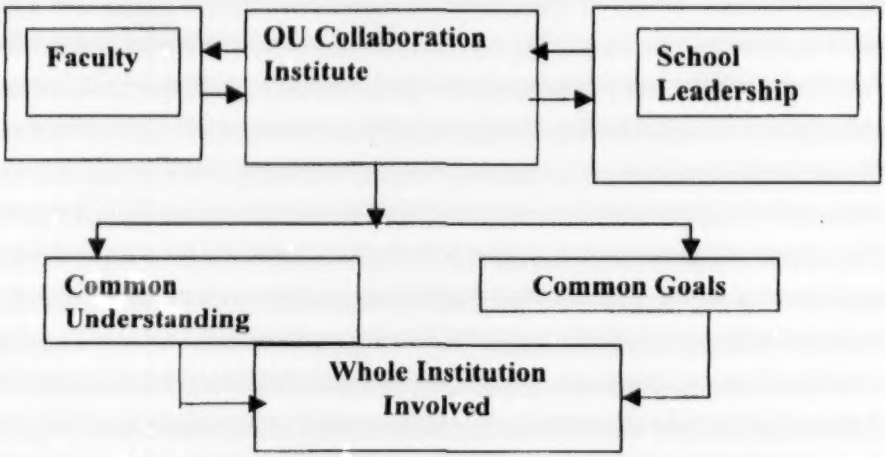
Creating the Environment for Success

Partnerships are successful when they exist for the benefit of all members. Partnerships must be a delicate balance of altruism and self-interest if they are to be successful. In order for the partnership to endure, partners must also be aware of and negotiate the need for the partner's self interest within the partnership

agreement. Such a perspective can be described as "enlightened self-interest" on the part of the partners (Axelrod, 1984; Mattessich & Monsey, 1992; Sarason, 1995, 1998; Trubowitz, 1999). Mutual gains, risks, objectives, and resources must be considered in the planning. At the center of successful partnerships, therefore, is the concept of mutuality (Trubowitz, 1999). A common mission of the partnership and a common vision of how it will achieve its goals are essential to its success.

Leadership of an organization must support the partnership by sharing their vision for it and by making resources available (Clark, 1988, p. 52; Goodlad, 1993, pp. 24-40; Trubowitz & Longo, 1997). In a sense, they set the tone and must engage every branch of the organization in its aims. Top leadership, including the head of school, senior faculty, and collaboration staff must contribute necessary elements of a successful public/private school partnership, i.e., knowledge, resources and influence over members of their entire organization. By involving the whole institution, top leadership sets the basis of common understanding about the partnership within the partner institution and common goals around the partnership, which members of the partnering institution can strive to meet. Figure 5 displays the influence that top leadership should have on involving the whole institution in meeting the goals of the partnership.

Figure 5: Environment Created by Effective Leadership



Recognizing Conditions that Can Restrict Success

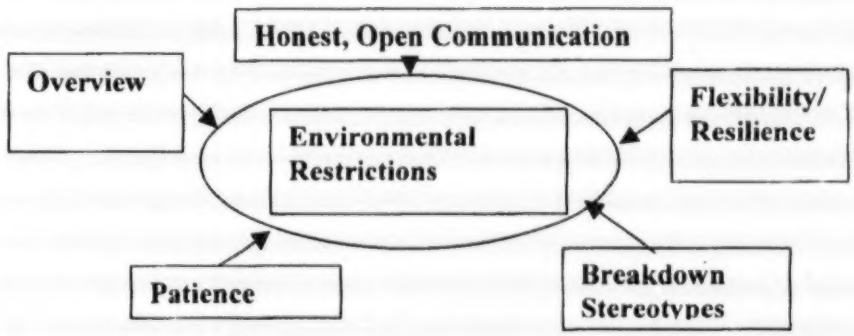
As discussed in the literature review, culture-clash, turf-protection, and a lack of understanding of the other partner's environment and its needs can destroy a partnership. Attention must be paid to practical matters that can govern institutional life, such as time allocation and personnel turnover, as well as reward considerations and political pressures upon working members (Goodlad, 1993, pp. 24-40; Trubowitz, 1998). Having taken significant cultural differences into account, partners must seek to understand how they affect institutional life.

Membership Qualities that Contribute to Success

Flexibility is the key quality that members can bring to public/private school partnerships, and it is the best antidote to intractability. Patience must accompany resilience in responding to managing as well as living within a partnership (Trubowitz, 1999). Processing bad news productively is required of successful partnership members. For example, goals must be kept in mind while responding to challenges along the way (Goodlad, 1993, pp. 24-40). Realistic assessments are needed regularly to see if the partnership is on track with its goals, and these can happen only with open and honest communication

Figure 6 shows the relationship of environmental restrictions and their mitigating factors.

Figure 6: Qualities that Offset Restrictions to Successful Partnerships



OU/URI Study Methodology

Data Gathering

Twelve schools participate in the OU/School Partnership, and that breaks down to include twelve teachers, twelve graduate student fellows, and twelve faculty mentors. A similar protocol (open ended) was sent to all of these participants. Of these, twelve fellows, five faculty, and nine teachers responded (72%). The questionnaires responses were categorized, key-worded, and analyzed . The grouping of the essential components necessary for partnership success was tested using the keyword code search on the 26 survey responses received. Keywords were extracted from the description of the essential components to partnership success, previously stated in this study. Keywords were grouped in three ways: (1) factors contributing to a successful partnership environment, (2) consideration of factors that can restrict a successful environment, and (3) effective responses to the restricting factors.

Results of Study

Factors that Contribute to a Successful Environment

Fellows

The fellows were not particularly mindful of the structure of the program, and did not fit into the research patterns. They did not list leadership as a necessary environmental element, and only rarely did they mention the importance of the support of their school or university. Two placed a priority on common goals or shared expectations. That is to say that most fellows did not actually refer to these things. They did see the teachers, faculty, and students, included in the OU Partnership objectives. Most of their responses, however, indicated that the fellows thought that OU formed the partnership to satisfy general goals, such as improving science teaching methods, and promoting ocean science in public schools. Fellows individual goals, most often were self-serving, such as gaining experience in teaching, but their goals also commonly included students. Fellows were interested in attracting students to science, and introduce them to "hands-on" science. They shared broad goals with teachers, such as a desire to improve the way science is taught, and to improve science curriculum. Fellows emphasized qualities that they might

bring to the collaboration, which are really personal characteristics, strategies, and responses to challenges.

Fellows identified students as the biggest beneficiaries of the partnership. They spoke of "the potential to expose students to real world science--to get them excited about the subject matter that excites us as scientists." They also saw advantages for themselves, such as "obtaining necessary skills for teaching college freshmen-seniors." They spoke of benefits to teachers, such as free assistance in the classroom, and updating "science knowledge of teachers who may not have taken science class in many years.

Reflecting on collaboration process, several spoke of the need for mutual respect, and commitment to the partnership, seeing it as a structure apart from the school or their university. As for risk, one fellow felt that his education was "put on hold" for the duration of the program. Regarding institutional support, one fellow saw the need for a consistent learning environment to be provided, and not one mentioned the need for planning.

Faculty

Faculty (four responded), on the other hand, seemed to think more institutionally, relating the need for good leadership, funding, school and teachers' commitment, and clearly stated roles and expectations. Having said that, no faculty member spoke of how he/she supported the program, or for that matter, his or her fellow. They did not mention planning, and only one mentioned risk, and that was to indicate that the fellow's progress lag, due to partnership commitments. Faculty offered the fellows no written feedback or guidance, however.

Of the four responses, only two visualized the university was involved in the program to help participants benefit. One felt that the program "Increased the quality of education both for fellows, GK-12 teachers and students by promoting communication." Faculty largely assumed the program existed to improve science education, but they did not articulate how that was supposed to happen. When asked about their individual goals,

however, the few who responded indicated they were involved for the benefit of the fellows. They did not mention common goals as an essential element of the program's success, nor was mutual respect discussed. Faculty distributed the benefits of the program among the participants.

Teachers

No teacher (five responded) made mention of institutional qualities, such as leadership. Teachers were looking for the collaboration to provide them with support, but were not asking for written feedback from their school, or from OU. They were more interested in the availability of the scientist as a resource, as well as availability of materials accompanying the scientists, such as laboratory materials, and hands-on teaching assistance. One teacher mentioned the need for a common goal. Teachers saw OU's program as directed towards science education, but more for improving the experience of people—students, teachers and fellows. Teachers placed the students as the biggest beneficiaries of the program, but included themselves and the fellows as well. Teachers were very mindful of planning as an essential element to program success. As one said"

> Planning is another key ingredient. Having to plan out what will occur in the times that the fellow is present is important to the teacher for continuity of curriculum, but also for the fellow so that he feels an integral part of the class.

Teachers did not discuss risks involved with the program, but one did mention that the presence of the fellow obligated her to continually adjust her curriculum to the other person's schedule. While the need for a good partnership "fit' was cited as important, awareness of the need for mutual respect was lacking in teacher responses.

Factors that can Restrict a Successful Environment

Fellows

Model restrictions, such as cultural differences, reward factors, politics, or personnel turnover did not plague the fellows, except when one teacher backed out of the program at the last minute. They did however, fall in line with the research, when several of them mentioned time and scheduling as problem factors. A comment like ""The program is demanding and un-yielding to other commitments that graduate students have", relates

the lack of sufficient time, to the commitments that the fellows make. The same fellow continued:

> Graduate students have many hats to wear (i.e. classes, individual research, laboratory duties, fellowship, etc) and this program expects fellows to put all other commitments on the back burner during the fellowship year. As someone who has run into some heat for other duties already, I find this to be a problem. I think that this program is excellent and I am excited to be going into the classroom, but I came to graduate school for an education, not to put my education on hold.

Another fellow also had a course scheduling problem that conflicted with his ability to spend days in the classroom, and that hampered his ability to bond early with the student, and meet this expectations of the classroom teacher.

The fellows also mentioned the challenges of unexpected events and unreal expectations. One said: Watch out for the details—the devil does indeed lurk there. Even the greatest plans can be rapidly side-tracked by some slight unforeseen hitch." Another stressed "the importance of realistic expectations, not only for the fellows, but for the administrators." Several were wary of the differences that cropped up, and how to deal with them. One stressed the toughness of the program, and that "regardless of how they [fellows?] **think** they know, they can always learn something." Another mentioned the "Basic differences of opinion that take time to work through and dealing with the uncomfortable nature of disagreements about what is important to focus on." Another fellow discussed the nature of teacher/fellow differences, suggesting that isolation and mixed perceptions were also a factor.

> I have a large ego about my teaching abilities and it has gotten in the way of my openness to the partnership. While I have been working on it all year, it's a very difficult thing to overcome. Another problem is that I think my teacher is slightly intimidated by my "in-your-face" personality and large ego, so she is afraid to criticize me when I could do things better. This makes me concerned that I'm not learning anything new, unless I actively evaluate our differences and try to see how she does things better. While I don't mind doing this, it's very difficult, especially when I feel like I do it all by myself. I could use a lot more feedback from her about how I'm doing in the class. One final problem to mention is my lack of enthusiasm for the program. Because it has been so difficult and I thought it would be relatively easy, I have become very disheartened and don't look forward to going in, unless it's my day to stand in front of the class and teach. I fear my lack of motivation has become obvious to my teacher, and has caused a

> certain degree of frustration for my partner. Any time a relationship becomes frustrating, communication breaks down, and I'm afraid that that is happening to us right now

Faculty

Faculty cited time commitment as the most important challenge to the program, especially the demands on the fellows' time. One faculty mentor said, ") My student is making a large (and worthwhile) time commitment to this program. His progress through graduate school has been slower as a result. The need for clear objectives and firm understanding of roles plays an important factor in limiting or contributing to the success of the program. A faculty member related that her fellow was very unclear on her role at her particular school.

Teachers

Time and scheduling present a serious concern for the teachers, and one felt there was too much "stuff" for the time allotted. Others felt that not enough time was allotted for training and sharing of "ideas, information, and experiences." In particular, a need for time to train the fellow in areas such as content delivery and special needs existed, but there was not enough time for the teachers to prepare or deliver such training. While only one teacher expressed this concern, it is worth noting, and asking other teachers about this specifically in future studies.

> Teachers should understand that the fellows are graduate students in the sciences and not in education. As such, they are not well versed in teaching techniques or in classroom management. It is almost as if you are taking on a student teacher (because they are expected to teach classes) but that student teacher does not really know how to teach. The partnership involves having to impart pedagogy in return for science content. Some workshops in classroom management, as well as some guidance in the nuances of working with student with special needs and confidentiality issues are essential. All students are not alike, especially in middle schools. Students issues can be very complex, and in many cases are governed by law; it is not fair to put the fellows in a situation they have no experience with, and it s not fair to the students to have someone work with them who does not understand their particular needs and requirements.

When time and scheduling concerns combined, things got more complicated, as related by the same teacher, whose fellow had a class scheduling conflict.

> This year has been less than optimal due to several reasons:
>
> 1) The fellows' URI Schedule dictated that he could come to my school only for a few hours each day, rather than 2 full days as he did last year.
>
> 2) Because we have a rotating schedule, this meant the students did not have equal opportunity to interact with him, and that slowed the "getting to know you time" with the kids.
>
> 3) Also, for personal reasons, he missed time the first month, and that was not really acceptable. In essence, it took quite some time for him to "hit his stride" in class.

Again, as with faculty, teachers voiced the need for role clarification. One teacher felt that the fellow should feel that he or she is "part of a team, and allow them to participate at all levels." Another teacher felt that the fellow needed to be closely guided, and her role was to do just that:

> I'm not sure the role of the fellow and the expectations were clearly explained, or that the fellow did just not internalize them. My expectations were that the fellow would take and active role in planning lessons for the class, certainly in keeping with their expertise and experience. I thought that the fellow would do much more outside preparation for the classroom as assistance to me and that in turn, I would guide him in the nuances of teaching, should he ever pursue that role.

Response Characteristics That Contribute to Program Success.

Fellows

In terms of those characteristics included in the model study, taking the long view, respecting the process, flexibility, patience, and openness, the fellows considered only the last three important. They stressed that all party's must be flexible in the plans that they make. They said that the fellows and teachers must trust, and be willing to learn from each other. Others stressed that teachers and scientists needed to be in communication with each other and with the student. They listed people skills like tact, communication,

and perceptiveness. Fellows sought good initial connections, honesty and good partnerships.

Fellows listed other qualities that were not included in the model. They valued personal qualities such as enthusiasm and dedication, as well as courage and having a sense of humor. They expressed a refreshing desire to teach, share knowledge, and demonstrate a willingness to learn.

Faculty

Flexibility was the quality most often cited a necessary response characteristic. Faculty also. Also referred to clear role expectations, and commitment.

Teachers

> Openness in the form of good communication was among strongest response characteristics, and it corresponded to the model, and was mentioned by fellows and faculty as well.

Teachers, like fellows and faculty, recognized the value of commitment, as explained, .

> A commitment by the fellow to contribute to the classroom environment not only while he/she is present during the required hours, but also to have the initiative to develop lessons or lab based on heir individual expertise that will enhance the established curriculum.

Such a remark also speaks to the expectation of the teacher, one that was not echoed by her fellow.

> Teachers were also sensitive to the affect of diversity to achieving program goals. They enjoyed the different approaches to teaching, and the experience of "Bringing together different background experience to achieve a common goal." Finally teachers, like fellows, spoke of the value of the relationship aspects of the partnership. They spoke of 'the ease at which fellows interact with the student", and 'fellow awareness when assistance is needed." As one put it,
>
> Most importantly, I think the personality mix of the two participants, because as the programs persist over the course of the entire school year, it is imperative that the teacher and fellow have a good working relationship with adequate communication.

Conclusions

Fellows

The fellows exhibited the greatest level of awareness of the collaborative process. They took the other partners and participants into account, offering goals and benefits to the program that would benefit teachers and students, as well as themselves. They were concerned about the teachers and student needs, and, for the most part, offered a heightened awareness to the classroom environment, and what they might contribute, as well as what they might learn. Although they did not specifically refer to 'culture clash", or the obvious differences between a university and public school environment, they were aware of differences they had with the teachers, and reflected on how to address them.

Interestingly, although they experienced the result of policy decisions and lack of institutional support, they rarely, if ever, spoke of leadership or management issues. For example, they clearly recognized the problems that accompany restrictions on time, particularly planning time, and scheduling conflicts, or unexpected events. They did not, however, relate these issues to control over them that school leadership may have. From the perspective of the fellows, faculty were not a strong presence in the collaboration. While fellows clearly related to teachers and students in describing their role in the partnership, faculty were not mentioned. Again, fellows did not relate leadership to existing difficulties. When mentioning the "many hats fellows wear" and heavy demands on their time, no conversations with faculty mentors were related. Rather than complain about external problems, they focused more on positive personal qualities that they can bring to the partnership, such as flexibility, patience, openness, good communication skills, tact, honesty, and perceptiveness.

Faculty

Faculty response to the survey was the weakest (four out of 12 responses), and they did not appear to view themselves as operating in a partnership with a high degree of mutuality.

The few that did respond did so with more of an institutional perspective than the fellows of teachers. They considered good leadership, clear roles, funding, etc. as key to program success. When it came to their own role in the collaboration, however, they seemed clueless. The main reason faculty were involved with the program, was to keep their fellow, or to provide their fellow with a teaching experience. Not one, however, mentioned how they supported his/her fellow. Faculty seemed to want to support science education, but few said why, or how that was to happen as a result of the collaboration, compared to teachers and fellows. They seemed to anticipate program benefits to happen to science itself, or to science education, but did not as commonly see benefits to people as a vehicle for making that happen.

Faculty spoke of time commitments and resulting pressure on fellows' schedule, but no suggestions were forthcoming that might provide relief. Only one faculty member was able to discuss the program in any detail, as regarding any other problem the fellows might face. She addressed the need for the fellow to be more clear regarding her role at her school, and suggested that information be collected from previous years, in order to establish a clear and flexible protocol. Faculty shared a short list of personal qualities that contribute to a collaboration, citing commitment, communication, and flexibility, mostly offered by one faculty member.

Teachers

Like fellows, teachers placed a priority on inter-personal communications, and listed the need for open communication as a necessary attribute for a positive partnership environment. Like fellows, their awareness of mutuality characteristics was much keener than faculty.

Like the fellows and faculty, planning, scheduling, and time requirements were seen as equally valuable components. Like the fellows, and unlike the faculty, teachers had a dimmer understanding of the relationship between the need for planning time, and flexible scheduling, and school leadership's role in providing such things, than the faculty. For example, one teacher was concerned that the fellow's understanding of her

role in the program was more limited than what she expected. What support systems, if any, existed for her to clarify this with the fellow, and to alleviate demands on the fellow's time that would free her to meet the teacher's expectations, if in fact they were realistic. The teacher seemed to feel frustrated, and out of communication with those that might help.

Of all the partners, teachers were more aware of the value of the diversity of backgrounds as a contributing factor to achieving program goals. They did not refer to the difference in backgrounds as a limiting factor, however, or as contributing to "culture clash."

Recommendations for Future Study

1) Fellows and teachers impacted each other continually in this collaboration, and they depended on each other to contribute, risk, and benefit mutually. They were concerned about their relationship, and understood the need to address challenges. Faculty, on the other hand seemed remote, and school leadership was invisible. The need for increased support for fellows and teachers, particularly in the area of planning, time, and scheduling, suggests that these groups need to be included as partners in the project, as much as is feasible. The whole institution, specifically its leadership needs to be involved in the program. The impact of the collaboration on the other teachers and on school life needs to be better understood for existing problems to diminish.

2) The suggestion that previous data be studied to determine what an achievable and flexible schedule might be is a good one. As the program looks forward to attain renewed funding, analyzing data to provide the source for positive recommendations is necessary.

3) Fellows asked for more feedback from teachers, and appeared to receive very little from professors. Additionally, the fellows and teachers received no formal evaluation from the school, or from university observers. Formal feedback is valuable; it provides the fellow and teacher with information they need to adjust their approach within the

course of the terms, and to benchmark their growth in as a result of the program. Strategies for soliciting feedback from students is also lacking. The fellows and teachers need to identify a way that they can know if the program is having an effect on their learning.

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